Minnesota State University, Mankato
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Ed. Studies: Elementary and Early Childhood</td>
</tr>
<tr>
<td>Program:</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>(Check all that apply):</td>
<td>Undergraduate</td>
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<tr>
<td>Proposed:</td>
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<tr>
<td>Title Current:</td>
<td>Early Childhood Education - Admission to Professional Education</td>
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<tr>
<td>Title Proposed:</td>
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<tr>
<td>24-Char. Abbrev:</td>
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<tr>
<td>Effective Date of Change:</td>
<td>07-08</td>
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<tr>
<td>(For Office Use Only)</td>
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<tr>
<td>CIP #:</td>
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<tr>
<td>Course Designator and Number:</td>
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<tr>
<td>Number of Credits:</td>
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Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

See attached

Rationale or Justification for change:
The Federal policies of No Child Left Behind require highly qualified teachers, so we want to improve the quality of teacher candidates. We want to combine several procedures into a single, major procedure, so there will be one admission point into Professional Education instead of multiple admission points for Professional Education, Pre-primary Methods, etc.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tr>
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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course's student learning outcomes associated with each GE competency or CD designation.
- c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

<table>
<thead>
<tr>
<th>Instructional Type:</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Course is an elective.</td>
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<tr>
<td>Course is required for program</td>
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<tr>
<td>Pre- or Co-requisites:</td>
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<tr>
<td>Other courses are being changed or eliminated. (Explain.)</td>
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<tr>
<td>Course will be offered:</td>
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<tr>
<td>Fall Semester</td>
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<td>Spring Semester</td>
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<tr>
<td>Summer Session</td>
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</table>

- Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course's student learning outcomes.
- c. A list of resources required to offer and support this course.
- d. A description of how teaching this course will affect department staffing.
- e. If 400/500 level course, an explanation of added expectations of graduate students.

Academic Affairs
Minnesota State University, Mankato
Revised September 2002
***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/pra/forms/
d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
e. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html

1. Creation of an entirely new program.
2. Redesign of existing programs, which takes any of the following forms:
   
   Add a or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.

   Addission or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.

   Change in program name.

   Change in program CIP #.

   Change in TOTAL program credits.

   Change in degree award. For example, changing a B.A. to B.S.

   Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
<table>
<thead>
<tr>
<th>Section</th>
<th>Recommended</th>
<th>Not Recommended</th>
<th>Comments</th>
<th>Date</th>
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<tr>
<td><strong>Department</strong></td>
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<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td><strong>Elizabeth Q. Sandell</strong></td>
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<td><strong>College Curriculum Committee</strong></td>
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<tr>
<td>Committee Chair</td>
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<td></td>
<td><strong>Daniel Reich 1-29-07</strong></td>
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<tr>
<td><strong>College Dean</strong></td>
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<td>Dean</td>
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<td><strong>Timmy Ree 2/1/08</strong></td>
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<tr>
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<td>Assistant Vice President</td>
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<td><strong>4/26/08</strong></td>
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<tr>
<td><strong>Senior Vice President and Vice President for Academic Affairs</strong></td>
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<tr>
<td>Sr. Vice President / Vice Pres. Academic Affairs</td>
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<td><strong>9/11/08</strong></td>
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3 Revised September 2002
EDUCATIONAL PHYSICAL EDUCATION, TEACHING

For DAPE licensure must have current Minnesota Physical Education license. Developmental Adapted Physical Educators will be eligible for the State of Minnesota when this process is implemented. Students must pass the Praxis II exam in Special Education: Core Skills.

Minor: Grant 15 credits in following physical education major. Minimum departmental requirements for minor are:
- Completion of 32 earned semester credit hours with cumulative GPA of 2.5 or above
- Developmental Adapted Physical Education (3)
- Assessment in Adapted Physical Education (2)
- Lifespan Motor Development (1-2)
- Teaching Sport to Individuals with Disabilities (2)
- Teaching Adapted Aquatics (2)
- Teaching Students with Cognitive & Emotional/Behavioral Disabilities (3)
- Consulting Techniques in Developmental Adapted Physical Education (3)
- Internship in Developmental Adapted Physical Education (2)

Support Courses for Minor (Special Education, 3 credits):
- Individuals with Exceptional Needs (3)

INFORMATION

in minor must be taken for grade with the exception of HP 493 (DAPE) which may be taken concurrently with student teaching.

Teacher for HP 493 must be a licensed DAPE teacher.

Childhood Education

The Department of Educational Studies: Elementary and Early Childhood has a major responsibility for providing professional education for early childhood and elementary teachers. The general goals of this program are to develop the dispositions, knowledge, and skills of candidates for licensure; to make available pre-professional clinical experiences in order to introduce students to the total early childhood education context; and to develop understanding of developmentally appropriate curriculum design in its theory and process of formulation. Emphasis shall be on the acquiring of knowledge, professional skills and learning environment awareness.

Advising. The College of Education serves early childhood education students through developmentally appropriate levels of advising. Small group advising sessions by level are offered each semester. Sessions are posted and announced in The Reporter, the department office, and Advising Office (117 Armstrong Hall).

LEVEL 100/FIRST YEAR STUDENTS:
- Students are assigned to the Student Relations Coordinator (SRC) during their first year. The SRC can conduct the orientation programs and approves first semester schedules. Students during the first year also have an identifiable location for immediate advising assistance (COE Academic Advising Office, directed by the SRC). Small group advising sessions can be conducted mid-semester for registration assistance. Sessions will focus on program expectations, general education, and major admission.

LEVEL 200 AND BEYOND STUDENTS:
- Small group sessions are held to provide information on program expectations and sequential program blocking.

TRANSFER STUDENTS:
- Formal evaluation of prior academic preparation follows transfer orientation. The Department Chairperson of Educational Studies: Elementary and Early Childhood formally approves the coursework based on course descriptions and syllabi, samples of completed work, and/or field experience evaluations.

http://ed.msu.edu/advising/admission/onlinecte.html

Coordinator for Admission to Major: Cheryl Kalakian (117 Armstrong Hall)

All students must submit an official Minnesota State University Data Audit Recording System (DARS) report. This report is available online on the MSU webpage under Registration. Early Childhood Education students must complete the following requirements to be admitted to the Major:

1. Completion of 32 credits
2. Grade point average (GPA) of 2.5 cumulative
3. A or B in English 101
4. A or B in Speech 100 or Speech 102
5. C or C in Math 201.

Students who are not admitted may appeal.

EARLY CHILDHOOD EDUCATION BS, TEACHING

The Early Childhood Licensure Plan of Study lists general education courses, the professional core support courses, and the professional education courses. It is available in 117 Armstrong Hall.

Required General Education (20 credits):
- This option is available for any major.
- CDIS 205 Beginning Sign Language (3)
- EEC 222W Human Relations in a Multicultural Society (3)
- ENG 101 Composition (4)
- MATH 201 Elements of Mathematics I (3)
- PSYC 101 Psychology (4)
- SPEE 100 Fundamentals of Speech Communication (3) OR SPEE 102 Public Speaking (3)
EARTHLIFE CHILDHOOD EDUCATION

Required Support Courses (Care, 16 credits):
EEC 201 Introduction to Early Childhood Education (3)
EEC 225 Technology Applications in Education (2)
EEC 245 Early Childhood Health Safety and Nutrition (3)
EEC 227 Learning Development in the Early Years (3)
FCS 230 Child Care Psychology (3) OR
PSYC 230 Child Care Psychology (3)

*Prerequisites to major course

Required Major Courses (44 credits):
Professional Education Admission Required
EEC 311 Creative Arts Methods (3)
EEC 313 Including Young Children with Special Needs (3)
EEC 365 Teaching Infants and Toddlers (3)
EEC 366 Teaching Infants and Toddlers: Lab (1)
EEC 368 Preprimary Methods and Materials (4)
EEC 369 Preprimary Methods and Materials: Lab (1)
EEC 412 Kindergarten Methods and Materials (3)
EEC 413 Kindergarten Methods and Materials Lab (1)
EEC 422 Emergent Literacy (3)
EEC 433 Observation, Screening and Assessment of Young Children (3)
EEC 434 Interdisciplinary Teamwork: Collaborating with Families & Professionals (3)
EEC 435 Teacher-Parent Relationships in Education (3)
EEC 440 Primary Grade Literacy & Social Studies Methods (4)
EEC 441 Primary Grade Literacy and Social Studies Lab (1)
EEC 442 Primary Grade Mathematics and Science Methods (4)
EEC 443 Primary Grace Mathematics and Science Lab (1)
KSP 415 Materials for Younger Children (2)
MUS 411 Music in Early Childhood (2)
HP 413 Lifespan Motor Development (1-2)

* requires application for admission 30 days prior to registration; forms on-line at: http://ed.mnmsu.edu/eeec/forms/

STUDENT TEACHING (12 credits):
EEC 466 Early Childhood Student Teaching (K-3) and Seminar (12)

P/N Grading Policy
With the exception of student teaching, all courses that meet program requirements must be taken for a grade.

CLINICAL EXPERIENCES
A major component of professional education coursework involves clinical experience in area schools and early learning programs. These experiences are sequential in development. Multiple methods of assessment are used to document competencies. These methods include direct observations of teaching activities by public school community program, and/or university faculty; the use of videotaped lessons and activities for self-assessment; use of logs; participation in on-line activities; and participation in activities reflective of the professional responsibilities of teachers. The successful completion of each clinical experience is necessary for progression into future clinical activities (e.g., student teaching). All clinical placements are initiated by the Office of Clinical and Field Experience.

Background Checks.
Students involved in any clinical experience need to undergo a background study (once per academic year) to assess misdemeanor and felony conviction records maintained at the Minnesota Bureau of Criminal Apprehension. This information is provided to centers and districts for their determination of suitability. The Office of Clinical and Field Experience coordinates the background check process.

Admission to Professional Education
http://ed.mnmsu.edu/advising/admission/onlineeccc.html

Coordinator for Admission to Professional Education: Cheryl Kalakir Armstrong Hall

All students working toward a teaching degree in the Early Childhood Education major must be admitted to professional education prior to enrollment in upper division coursework. Application to be made when the following requirements have been met:
1. Completion of 40 credits
2. GPA of 2.75 cumulative
3. Evidence of completion of the Pre-Professional Skills Test (PST) Praxis I Praxis Information is available at: http://ed.mnmsu.edu/advising/praxis.html
4. Completion of at least EEC 222W with an A or a B
5. As one of two required General Education Intensive Writing courses:
   - EEC 201, EEC 225, EEC 2 and Psych 230 or FCS 230

A multifaceted Professional Education application exists. Students are required to attend a Diagnostic Writing Skills Assessment session and complete on line documentation. Please consult the Office of Advising webpage (117 Armstrong Hall) for application and deadline dates.

Because of enrollment limits, admission is competitive. Cumulative GPA of 2.75 level and completion of all prerequisite credits qualifies students for placement in the program. Students not currently enrolled are not guaranteed program continuation.

The Early Childhood Education Program reserves the right to consider a student's portfolio and assess the potential for excellence and who have some but not all of the admission requirements.

Students who are not admitted may appeal.

Admission to Upper-Division Coursework
Coordinator for Admission to Upper Division Coursework: Elizabeth Sur Department Chair (328 Armstrong).

ADMISSION TO PREPRIMARIES COURSES
Application prior to registration is required for the following high school courses: EEC 368; EEC 369; EEC 412 / EEC 413; EEC 422; EEC 435

Forms are available on-line at: http://ed.mnmsu.edu/eeec/forms/

ADMISSION TO PRIMARY BLOCK
All students working toward a teaching degree in the Early Childhood Education major must be admitted to Primary block (EEC 448; EEC 441; EEC 442; EEC 443). Application to Primary Block should be made when the following requirements have been met:
1. GPA of 2.75 cumulative
2. Completion of all General Education requirements
3. Completion of EEC 245
4. Completion of EEC 311
5. Completion of EEC 313
8. Completion of EEC 433 and EEC 434

Forms are available on-line at: http://ed.mnmsu.edu/eeec/forms/

APPLICATION DEADLINES
Application deadlines are 30 days prior to upcoming registration. The Department Admissions Committee will meet soon after the deadlines to determine admission for students. Students who are not admitted may appeal.
ECC 225 (2) Technology Applications in Education
Provides the necessary knowledge base and instructional applications for using technology in the classroom.

ECC 227 (3) Learning Development in the Early Years
Introduction to development theorists who have impacted early childhood education. Explores child growth and development from prenatal to age eight.

ECC 245 (3) Early Childhood Health Safety and Nutrition
Health, safety, and nutritional needs of young children (birth - age 8) as well as educators’ ethical and legal responsibilities related to child abuse. Includes CPR training.

ECC 311 (3) Creative Arts Methods
Methods of young children's visual and performing arts to enhance children's initiative, creativity, and self-esteem while focusing on fine motor development.

ECC 313 (3) Including Young Children with Special Needs
Foundation knowledge and early skills in serving young children with disabilities. Includes projects in the community related to observations, interviews, and hands-on service learning with young children, families, and professionals.

ECC 365 (3) Teaching Infants and Toddlers
Develop curriculum and design environment for young children at three ages: infant, toddler, three to four years olds.
Pre: ECC 201, FCS 301, FCS 303. Coreq: ECC 366
Spring

ECC 366 (1) Teaching Infants and Toddlers: Lab
Clinical experiences to accompany ECC 365 Interaction strategies, learning environments, parent communications.
Coreq: ECC 365
Spring

ECC 368 (4) Preprimary Methods and Materials
Instructional strategies, theories of curriculum and development, integrated curriculum for 3, 4, and 5 year olds.
Coreq: ECC 369
Fall, Spring

ECC 369 (1) Preprimary Methods and Materials: Lab
Clinical experience to accompany ECC 368.
Coreq: ECC 368
Fall, Spring

ECC 412 (3) Kindergarten Methods and Materials
Instructional strategies, theories of curriculum and development, integrated curriculum for kindergarten children.
Fall, Spring
Coreq: ECC 413 for early childhood education major only.

ECC 413 (1) Kindergarten Methods and Materials: Lab
Clinical experience to accompany ECC 412.
Fall
Coreq: ECC 413 for early childhood education majors only.

ECC 422 (3) Emergent Literacy
This course explores young children's (birth to age 8) development of emergent literacy skills related to reading, writing, visual representation, speaking, listening, and viewing. The role of parents and early childhood learning environments are included. Observation, assessment, and strategies to promote emergent literacy are discussed. The use of appropriate children's literature is promoted.
Fall, Spring

ECC 433 (3) Observation, Screening and Assessment of Young Children
Core skills for early childhood educators to be able to conduct developmental screenings, perform child observations, administer criterion-referenced tests, develop authentic assessments designed for ongoing progress monitoring, and interpret standardized assessments. Red flags for referral to special education included.
Educational Studies: Elementary and Early Childhood
Faculty Session
Wednesday, January 16, 2008
noon to 2:00 p.m.
328 Armstrong Hall

Voting Faculty: Peggy Ballard, Ron Browne, Lillian Duran, Terry Fogg, Kirsten Letofsky, Marla Mastin, Karl Matz, Steve Reuter, Beth Sandell (chair), Marsha Traynor.

Revised Procedures for Admission to Professional Education

The department faculty members have been working on revising the procedures for application to Professional Education since early last Spring. The rationale for these revisions includes:
1. The Federal policies of No Child Left Behind require highly qualified teachers, so we want to improve the quality of teacher candidates (by raising the GPA for admission to Prof Ed).
2. We want to combine several procedures into a single, major procedure (so there will be one admission point into Professional Education instead of multiple admission points for Professional Education, Block I, Block II, etc.).

The new procedures will apply only to incoming students for the year in which it first appears in the bulletin. The proposal was examined in detail in a work session during several meetings during the past year.

Department faculty members visited with the department chairperson to cast their vote in favor of or opposed to approving the revised procedures for application to Professional Education for academic majors in Elementary Education and for academic majors in Early Childhood Education (as attached). Discussion of changes from November 2 version:
1. Deleted continued requirements that students complete specialization coursework before applying for admission to professional education
2. Added to former and to new process the requirement for successful completion of Writing Assessment Lab and follow-up remediation.
3. Added to new process for admission to blocks: “No formal admission, but students will need permission to register for Blocks.”
4. Added to new process: “Students will be monitored for progress in completing coursework and dispositions.”
5. Added to new process about letters of recommendation: “Students will be informed about this procedure in advance.”

Referred for further work during Spring semester:
1. Timeline and work plan for department faculty members to implement the new procedures.
2. Process for monitoring student progress in completion of coursework and dispositions.

The vote was unanimous to approve the revised procedures. The department chairperson (Sandell) and the department’s representative to the College Curriculum Committee (Ballard) will complete the necessary paperwork for the next step in curriculum and program review.
Minnesota State University, Mankato  
College of Education  
Educational Studies: Elementary and Early Childhood  

Final Draft approved by EEC department on January 16, 2008  

Curriculum Proposal – Program Change  
Professional Education and Program Admission  
Elementary Education and Early Childhood Education  

<table>
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<td><strong>Admission to Major</strong></td>
<td><strong>Admission to Major</strong></td>
</tr>
<tr>
<td>1. Completion of 32 credits</td>
<td>1. Completion of 30 credits</td>
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<td>2. A or B in ENG 101 and SPEE 100 or SPEE 102</td>
<td>2. A or B in ENG 101 and SPEE 100 or SPEE 102</td>
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<tr>
<td>3. Cumulative grade point average of 2.50 or better</td>
<td>3. Cumulative grade point average of 2.75 or better</td>
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<th><strong>Admission to Professional Education &amp; Program</strong></th>
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<tr>
<td>1. Minimum grade of “B” ( ENG 101, SPCH 100 or 102)</td>
<td>1. Minimum grade of “B” ( ENG 101, SPCH 100 or 102)</td>
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<td>2. MATH 201; EEC 200 or EEC 201; and EEC 222W</td>
<td>2. MATH 201; EEC 200 or EEC 201; and EEC 222W</td>
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<tr>
<td>3. Minimum 2.75 cumulative GPA</td>
<td>3. Minimum 3.00 cumulative GPA</td>
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<td>4. Minimum 40 credits</td>
<td>4. Minimum 40 credits</td>
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<tr>
<td>5. Completion of or registration for Praxis I</td>
<td>5. Completion of or registration for Praxis I</td>
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<tr>
<td>6. Successful completion of Writing Assessment Lab and follow-up remediation.</td>
<td>6. Successful completion of Writing Assessment Lab and follow-up remediation.</td>
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Admission is competitive based on scores determined by rubric. See attached:  
- Recommendation forms focusing on professional dispositions and work experiences  
- Cover letter and resume  
- Academic record and GPA  
- Writing assessment lab  
- Interview  

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<thead>
<tr>
<th><strong>Admission to Blocks</strong></th>
<th><strong>Admission to Blocks</strong></th>
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| 1. Minimum 2.75 cumulative GPA | No formal admission, but students will need permission to register for Blocks.  
Students will be monitored for progress in completing coursework and dispositions. |
| 2. Completion of all General Education requirements | |
| 3. Admission to Professional Education | |
| 4. Completion of Professional Core Support courses | |
| 5. Completion of all specialty courses (for Elementary Education majors) | |
Introduction

The Department of Educational Studies: Elementary and Early Childhood has a major responsibility to provide professional education for early childhood and elementary teachers.

The pre-service teacher education programs are designed to provide opportunities for students to develop sound theoretical and clinical foundations for the practice of professional teaching and for eligibility for initial teacher licensure. The general goals of this program are to develop the dispositions, knowledge, and skills of candidates for licensure; to make available pre-professional clinical experiences in order to introduce students to the total school context; to provide the direct experience of classroom teaching under supervision; and to develop understanding of curriculum design in its theory and process of formulation. Emphasis is on the acquisition of knowledge, teaching skills, professionalism, and learning environment awareness.

The programs are approved by the National Council for Accreditation of Teacher Education (NCATE) and the Minnesota Board of Teaching (BOT). Graduates of the programs are eligible to take Praxis professional exams related to content and pedagogy. Successfully passing these exams permits the graduate to receive initial teacher licensure in the State of Minnesota.

Since teacher licensure rules are subject to change by the State of Minnesota, students should refer to the College of Education web pages for more current information, procedures, and forms.

Advising Undergraduate Students

The Department of Educational Studies: Elementary and Early Childhood and the College of Education serve students through developmentally appropriate levels of advising.

Level 100/First Year Students: Students who have declared a Pre-Teaching major are assigned to the Student Relations Coordinator (SRC) in the COE Academic Advising Office for advising during their first year at the University. The SRC conducts the orientation programs and approves semester schedules. Students may have immediate advising assistance through the COE Academic Advising Office. Small group advising sessions are offered each semester. Sessions focus on program expectations and general education requirements.

Level 200/Second Year Students: Students who have declared a Pre-Teaching major continue to be advised by the staff members in the COE Academic Advising Office during their second year at the University. Group advising sessions will be part of EEC 200 (for Elementary Education majors) or EBC 201 (for Early Childhood Education majors). The Level 200 Adviser and the SRC conducts small group advising sessions and approves semester schedules. Sessions focus
on program expectations, general education requirements, prerequisite core courses, specialty courses, second year service learning experiences, diversity of clinical experiences, and admission to Professional Education and Academic Majors.

Level 300/Third Year Students: Students who have been admitted to Professional Education join a cohort of students who move through the academic major program together. Students are assigned an academic adviser who is related to the student’s area of specialization. Small group advising sessions are offered each semester. Sessions focus on program expectations, sequential program blocking and specialty area licensure options, as well as professional dispositions and application for student teaching.

Level 400/Fourth Year: Students: Students continue to move through the academic major program as a cohort. Small group advising sessions are offered each semester. Sessions focus on program completion, fulfillment of graduation deficiencies, application for graduation, and licensure application.

Advising of Transfer Students

Students considering transfer to MSU’s Elementary and Early Childhood programs must first be admitted to MSU before their previous coursework will be evaluated by department faculty members for substitution for initial teacher licensure program requirements. Transfer application may be facilitated by the Office of Admissions, 122 Taylor Center, MSU, Mankato, MN 56001, 507-389-1822, or on the web at http://www.mnsu.edu/admissions/transfer/application/transferapply.html

First Year Transfer Students: All transfer students must first be admitted to the University and to the College of Education. Transfer orientation is provided to students admitted to the University. The orientation is supervised by the Student Relations Coordinator (SRC) in the COE Academic Advising Office. Sessions focus on program expectations, general education requirements, prerequisite core courses, specialty courses, second year service learning experiences, diversity of clinical experiences, and admission to Professional Education and Academic Majors.

After the student has completed the transfer process and has been admitted to the University, the Department Chairperson reviews and formally approves coursework based on course descriptions and syllabi, samples of completed work, and/or field experience evaluations. These substitutions and waivers are documented and used as the students prepare for admission to Professional Education and Academic Majors. Depending on previous coursework, transfer students may need to add an extra semester or two to their program in order to finish the requirements for initial teacher licensure.

Transfer Students in Subsequent Years: All transfer students who have been admitted to Professional Education join the cohort of students who move through the academic major program together. Students are assigned an academic adviser who is related to the student’s area of specialization. Small group advising sessions are offered each semester as outlined above. Transfer students are advised to pay attention to course schedules, since some courses are not offered every semester. Other courses may have pre-requisites that are not covered by courses
that were transferred. Therefore, students may have to make adjustments in their planned schedule for program completion.

Admission to Major

By meeting eligibility criteria for Major Eligibility criteria include:
1. Completion of 30 credits
2. A or B in ENG 101 and SPEE 100 or SPEE 102
3. Cumulative grade point average of 2.75 or better

After admission to Major, students complete General Education requirements and Core Support courses for education, prior to application for admission to Professional Education.

Admission to Professional Education and Elementary or Early Childhood Education

A multifaceted process exists for application and admission to Professional Education. The Department follows a capped selective admissions process and admits a limited number of students into each cohort. Students should refer to the College of Education web pages for more current information, procedures, and forms. The application process starts in EEC 200 (for Elementary Education majors) or EEC 201 (for Early Childhood Education majors). Students in the applicant pool are rank ordered according to points received in the review process.

Special Accommodations: Minnesota State University, Mankato provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities who believe they may need an accommodation in this process are encouraged to contact the Director of Disability Services, located in 116 Memorial Library (507-389-2825, TDD 711) as early as possible to ensure that accommodations are implemented in a timely manner.

Essential and Minimum Qualifications

These are the minimum qualifications for applications to Professional Education. Meeting these qualifications does not guarantee admission to any of the programs.

- You must have completed a minimum of 40 credits.

- You should have completed the General Education courses required, including EEC 222W with an A or B as one of the two required General Education Writing Intensive courses. If you have not completed EEC 222W, you may still apply for Professional Education, but your admission may be delayed until you complete that course.

- You must have a 3.0 cumulative GPA.

- You must provide confirmation that you have registered for or have taken the Praxis I Pre-Professional Skills Test (PPST) for reading, writing, and mathematics. You must complete the PPST during the semester before you would begin Professional Education.
- You must provide confirmation that you have passed and/or have completed all required remediation following the Writing Assessment Lab, with a timed Written Essay and Diagnostic Skills Test. This will generally occur during EEC 200 or EEC 201, Introduction courses.

- Recommendation forms will be completed by professors for EEC 200 (or EEC 201) and EEC 222W. You will also need to provide two recommendation forms completed by other faculty members, community teachers, and/or supervisors who have observed your professional skills and your demonstrated commitment to working with children. Students will be informed about this procedure in advance.
Minnesota State University, Mankato
College of Education, Educational Studies: Elementary and Early Childhood

Application for Professional Education               Cover Sheet

Attach this form to the front of the application packet.

Student Name: ______________________ Date: ______

Student Tech ID: ______________________

Bulletin Year ___________ (Academic year you entered MSU, M)

Planned Major: _____ Early Childhood Education _____ Elementary Education

Planned Specialty Area (if applicable for Elementary Education majors): ________________

Planned Semester to Enter Professional Education: _____ Fall _____ Spring

ALL essential components listed below must be completed correctly and submitted on time in order for the application to be accepted. Late or incomplete applications will be returned and students may need to wait until the following semester to apply. You will need to secure all papers together (paper clipped). It is not necessary to put the application in a folder, binder, envelope, etc. Materials that contain spelling and punctuation errors or look unprofessional will negatively affect the evaluation of your application.

<table>
<thead>
<tr>
<th>Essential Components</th>
<th>Student Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cover sheet, with signatures of student and adviser</td>
<td></td>
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<tr>
<td>2 Cover letter</td>
<td></td>
</tr>
<tr>
<td>3 Resume with list of 2 references who will submit recommendations</td>
<td></td>
</tr>
<tr>
<td>4 Current DARS (with minimum cumulative GPA: 3.0)</td>
<td></td>
</tr>
<tr>
<td>5 Documentation of registration or completion of PPST (Praxis I)</td>
<td></td>
</tr>
<tr>
<td>6 Documentation of passing the Writing Assessment Lab and remediation requirements</td>
<td></td>
</tr>
<tr>
<td>7 Completed Program Planning Worksheet</td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ______________________ Date: ______

Adviser Signature: ______________________ Date: ______

Administrative Use Only: | ADMITTED:

Send all materials to: Professional Education Application Review Committee (EEC)
117 Armstrong Hall, Minnesota State University, Mankato, MN 56001
Minnesota State University, Mankato
College of Education
Educational Studies: Elementary and Early Childhood

Description of Application Components for Admission to Professional Education in Elementary and Early Childhood

1. Cover Sheet

The Cover Sheet with the check list is to be attached to the top of your application when you submit your application. It lists all the components of the application. Follow this list as you put together your application. Carefully review all parts to be sure they are both present and correct, checking off each item as you go. Initial each item as you complete its section. You must meet with your adviser in order for him or her to review and sign your application prior to submitting it.

2. Cover Letter

A cover letter (one to two type-written pages, single-spaced) addressed to:
Professional Education Application Review Committee (EEC)
117 Armstrong Hall
Minnesota State University, Mankato
Mankato, MN 56001

This letter should be professional in nature, signed by you, and include a personal statement describing the reasons that you consider yourself a good candidate for Professional Educational at MSU, Mankato. Your cover letter should be written in ways that respond to the elements of the evaluation rubric.

At a minimum you should describe the qualities and skills that you bring as a prospective candidate to the teaching profession. You should describe your experience and sensitivity to needs of diverse learners; your experience working collaboratively with others; and examples of your skills or characteristics that enhance your success as an educator.

3. Resume

This is not expected to be a complete or extensive resume; but must, at a minimum, contain the items outlined below. Once you are admitted to Professional Education, you will continue to expand this into a more complete, professional resume.

Required sections of your resume and cover letter should include:

- Name, local address & phone numbers, permanent address & phone number, MSU,M e-mail address
• Education: current major; listing of other universities or colleges that you have attended and programs of study at these institutions; any other education or training relevant to a career in education.

• Professional experience: include name of agency/school/organization for which you have performed your volunteer or paid work; listing of any other volunteer work or employment related to education and evidence of working with children.

• Honors: list any applicable awards or honors that you have received either in high school or in college.

• Names of two people from whom you have requested recommendation forms; include name and contact information of each person.

Your resume must list the two persons from whom you have requested completed recommendation forms. Request your recommendations from people who can speak to your ability to complete tasks and to work with children. The department will get recommendations from the faculty members who observed your work in 200-level courses. Your other two recommendations may be supervisors who have observed you working with children, such as employers, professors, and other people who know you in another context but must be able to address such areas as your character, attitudes, communication skills, and work habits and initiative. Use the form provided by the Department of Elementary and Early Childhood.

4. Current Degree Audit Report (DARS)

A current DAR may be printed off the MSU web pages or obtained at the HUB in the Centennial Student Union. Please use a highlighter to mark prerequisite courses.

- Minimum grade of “B” (ENG 101, SPCH 100 or 102)
- MATH 201; EEC 200 or EEC 201; and EEC 222W
- Minimum 3.00 cumulative GPA
- Minimum 40 credits

5. Documentation of registration or completion of Praxis I PPST

The Minnesota State Board of Teaching (the state’s licensing agent) requires that candidates for licensure programs achieve a passing score on a test of called Praxis I PPST before licensure. For admission to Professional Education, you will need to provide a copy (not the original) of your registration or of your test scores showing evidence of completion of the Praxis I PPST.

YOU MUST HAVE REGISTERED FOR OR TAKEN ALL THREE SECTIONS OF THE Praxis I PPST (reading, writing, and mathematics) prior to applying for Professional Education. The test date must be within the same semester as application to Professional Education.

If you have not taken the Praxis I PPST test, you may register online at www.ets.org and look for Praxis I PPST. Bring the electronic registration receipt to the Academic Advising Office (AH 117), and your file will be activated. Once you receive your test scores by mail, bring a copy of the scores to the Academic Advising Office. For application to Professional Education, you need only be registered for or have taken the Praxis I PPST; you do not have to pass all sections of the
Praxis I PPST for admission. However, you must pass all sections of the Praxis I PPST for application for licensure.

6. Documentation of passing the Writing Assessment Lab (Written Essay and Diagnostics Skills Test)

During EEC 200 (for Elementary Education majors) or EEC 201 (for Early Childhood Education majors), you will complete a Writing Assessment Lab that includes a survey and a writing sample. You may reserve your place in a Writing Assessment Lab by visiting 117 Armstrong Hall, the Advising Office of the College of Education.

You must pass the essay and diagnostic skills test in order to be considered for admission into Professional Education and the major. The results will be used to refer you to the Center for Academic Success for assistance as needed. This may result in a delay for your admission into Professional Education. All remediation should be completed and the essay test passed prior to admission.

7. Program Planning Worksheet

You must submit a plan of study for each of the next four semesters to indicate how you plan to complete your degree. The program planning worksheet (available on-line) is a crucial component of your application as it helps you, your adviser, and the program coordinator ensure that you are taking the necessary courses and in the appropriate order to complete your degree successfully.

If you intend to have any required courses waived or substituted by another course, you should meet with your adviser immediately to fill out the course waiver/substitution form. Submit a copy of this form along with your application.

8. Interview with two faculty members:

After your paper application documents have been reviewed, you will be scheduled for a 15-minute interview with two faculty members from MSU, Mankato. You should dress as you would for a job interview. Questions will relate to your experiences, qualities, and enthusiasm for preparation and for teaching. Faculty members will consider your professional demeanor, your self-confidence, your verbal ability (using Standard English), and the content of your answers.

Applicants who are unavailable for in-person interviews may request an alternative format for their interview, such as videotape or videoconference.
### Scoring Rubric – Application for Professional Education

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cover Letter and Resume Information</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Diversity</td>
<td>No reference to needs of diverse learners</td>
<td>Some evidence of sensitivity to, but no experience with needs of diverse learners</td>
<td>Some evidence of sensitivity to, but little experience with needs of diverse learners</td>
<td>Compelling evidence of sensitivity to and experience with needs of diverse learners</td>
</tr>
<tr>
<td>Collaboration</td>
<td>No reference to working collaboratively with others</td>
<td>Reference to, but no experience in working collaboratively with others</td>
<td>Some experience in working collaboratively with others</td>
<td>Extensive experience in working collaboratively with others</td>
</tr>
<tr>
<td>Professional experience with children</td>
<td>No reference to working with children</td>
<td>Reference to, but no experience in working with children</td>
<td>Some experience in working with children</td>
<td>Extensive experience in working with children</td>
</tr>
<tr>
<td>Reflection</td>
<td>No reference to applicant’s skills or traits</td>
<td>Incomplete examples of applicant’s skills or traits</td>
<td>Some examples of applicant’s skills or traits</td>
<td>Compelling examples of applicant’s skills or traits</td>
</tr>
<tr>
<td>Language Skills</td>
<td>Extensive grammar, spelling, and punctuation errors (15 or more)</td>
<td>Many grammar, spelling, and punctuation errors (6 to 14)</td>
<td>Several grammar, spelling, and punctuation errors (Less than 5)</td>
<td>No grammar, spelling, and punctuation errors</td>
</tr>
<tr>
<td><strong>Academic Record</strong></td>
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<tr>
<td>Cumulative GPA</td>
<td>2.75 – 3.24</td>
<td>3.25 – 3.49</td>
<td>3.5 – 3.74</td>
<td>3.75 – 4.0</td>
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<tr>
<td>ENG 101</td>
<td></td>
<td></td>
<td></td>
<td>B</td>
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<tr>
<td>SPEECH 100 or 102</td>
<td></td>
<td></td>
<td></td>
<td>B</td>
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<tr>
<td>MATH 201</td>
<td></td>
<td></td>
<td></td>
<td>A</td>
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<tr>
<td>EEC 200 or EEC 201</td>
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<tr>
<td>EEC 222W</td>
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<tr>
<td>Completion of required</td>
<td>Coursework other than Blocks, will</td>
<td>Coursework other than Blocks, will</td>
<td>All coursework other than Blocks, will</td>
<td>All coursework other than Blocks, will</td>
</tr>
<tr>
<td>coursework</td>
<td>Blocks, will take more than three semesters to complete</td>
<td>take more than two semesters to complete</td>
<td>will be completed within next two semesters</td>
<td>Blocks, will be completed within next semester</td>
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<td>----------------------------------</td>
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<tr>
<td><strong>Praxis I PPST</strong></td>
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<tr>
<td>Reading</td>
<td>Registered</td>
<td>Completed</td>
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<tr>
<td>Writing</td>
<td>Registered</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Registered</td>
<td>Completed</td>
<td></td>
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<tr>
<td><strong>Writing Assessment Lab</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Results</td>
<td>Met criteria</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Letters of Recommendation</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total points from all three ratings (maximum possible = 168)</td>
<td>0 – 39</td>
<td>40 – 79</td>
<td>80 – 119</td>
<td>120 – 168</td>
</tr>
<tr>
<td><strong>Interview</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Personal demeanor and attitude</td>
<td>Unacceptable; obviously lacking preparation</td>
<td>Needs work; un professional appearance; conversation is not energetic</td>
<td>Average; prepared but sometimes showed digressions</td>
<td>Exceptional; responses were smooth and professional; good posture; professional appearance</td>
</tr>
<tr>
<td>Self-confidence and presentation</td>
<td>Unacceptable; little or no eye contact; lack of social skills</td>
<td>Needs work; some eye contact; minimal greetings; made an effort, but not always focused</td>
<td>Very good; appropriate eye contact; no inappropriate body language</td>
<td>Exceptional; appropriate eye contact and body language; no nervous habits</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Unacceptable; inappropriate vocabulary and grammar</td>
<td>Needs work; speech soft or mumbles; talk too fast or too slowly; poor grammar; single word responses</td>
<td>Average; generally adequate volume, grammar, and vocabulary</td>
<td>Exceptional; well-prepared responses; spoke with confidence</td>
</tr>
<tr>
<td>Responses to questions</td>
<td>Unacceptable; information not relevant to questions asked</td>
<td>Needs work; minimal effort given; responses are simplistic</td>
<td>Average; sometimes digressed into other areas; no questions posed to interviewers</td>
<td>Exceptional; answered in relevant and concise manner; excellent questions posed</td>
</tr>
</tbody>
</table>

**TOTAL**
Possible Interview Questions for Application for Professional Education

Applicant: 

Interview Committee Members (2): 

Interview Date and Time: 

1. Tell us a little bit about yourself (where you are from; why you chose MSU; etc.)

2. Tell us about your career goal. What age level or grade level do you want to teach?

3. Tell us why you want to be a teacher.

4. Tell us about your experiences with children and what you learned from those experiences.

5. Tell us about your qualities or characteristics that you think will contribute to your success as a student in our education programs.

6. Tell us about your qualities or characteristics that you think will contribute to your success as a teacher.

7. Do you have any questions for us?
Recommemation Form
For Applicant into Initial Teacher Licensure Programs
Educational Studies: Elementary and Early Childhood

Note to Applicant: This section is to be filled out by the applicant prior to the reference completing his/her portion. With this form, please include a stamped envelope addressed to the department address at the end of the form.

_____ I hereby waive my right of access to this reference.
_____ I do not waive my right of access to this reference.

_________________________________________  _____________________________
Applicant’s name  Date

Intended Program (Check only one):
_____ Early Childhood Education
_____ Elementary Education – pre-primary specialization
_____ Elementary Education – middle school specialization

Note to Reference: Both the applicant and the program coordinator will appreciate your completing all 3 pages of this form. Please send it no later than ______________________ to the department address at the end of the form.

1. I have known this person:
   _____ casually  _____ fairly well  _____ very well
   _____ less than one year  _____ one to two years  _____ more than two years

2. In the relationship of (Check all that apply):
   _____ student in class  _____ volunteer
   _____ colleague  _____ advisee
   _____ employee  _____ other (specify ____________)

3. Based on your ratings of the applicant (see reverse side of this form), please indicate your recommendation below:
   _____ I recommend the applicant without hesitation.
   _____ I recommend the applicant with some hesitation (please explain in comment section).
   _____ I do not recommend the applicant for admission to the teacher licensure program in
         Educational Studies: Elementary and Early Childhood Programs (explain in the comments section).
Dispositions Related to Professionalism

Applicant’s name

Applicants in all teacher licensure programs at MSU must document, at minimum, a satisfactory performance on all of the dispositions. A disposition is an enduring habit of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Listed below are the dispositions associated with professionalism. Please rate the applicant according to these categories:

<table>
<thead>
<tr>
<th>Domain D: Professionalism</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful relationships</td>
<td></td>
<td></td>
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<tr>
<td>Interacts with others (i.e., co-workers, parents) in a positive, professional manner</td>
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<tr>
<td>Perceives and honors the physical, emotional, and social boundaries of others</td>
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<tr>
<td>Perceives and honors diversity among groups of people and individuals.</td>
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<tr>
<td>Listens to and values others’ ideas</td>
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<tr>
<td>Integrity</td>
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<tr>
<td>Adheres to professional guidelines for ethical conduct</td>
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<tr>
<td>Values and maintains confidentiality</td>
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<td></td>
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<tr>
<td>Values and demonstrates honesty</td>
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<tr>
<td>Responsibility and work ethic</td>
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<tr>
<td>Arrives on time and completes assigned tasks on schedule</td>
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<tr>
<td>Accepts personal responsibility for one’s own actions</td>
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<tr>
<td>Arrives ready and able to support others’ intellectual, academic, social, and emotional growth</td>
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<tr>
<td>Commitment to teaching and professionalism</td>
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<tr>
<td>Engages in professional growth: reading, scholarly work, conferences, workshops and further coursework</td>
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<tr>
<td>Uses proper grammar and vocabulary in written and oral communication</td>
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<td></td>
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<tr>
<td>Maintains personal hygiene</td>
<td></td>
<td></td>
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<tr>
<td>Dresses appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant's name ____________________________

Comments:

Name of Reference: __________________________ Position: __________________________
E-mail: ____________________________________
Address: __________________________________
City: __________________________ State: ______ Zip Code: __________________________
Signature: __________________________________ Date: ___________

Mailing address: Professional Education Application Review Committee (EEC), 117
Armstrong Hall, Minnesota State University, Mankato, MN 56001